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ABSTRACT

Because of the need for a system designed to continuously evaluate State and local programs of occupational education relative to the relevancy of educational training and accountability of funds, the Illinois Three Phase System for Statewide Evaluation of Occupational Programs was formulated to evaluate both program product and program process assessment. Phase One of the system begins with program planning decisions made by local district personnel incorporating findings from locally-directed evaluations. The results of this planning are reflected in the Local District One and Five Year Plan for Occupational Education which is prepared annually and sent to the Division of Vocational Education. Phase Two of the System includes the annual monitoring and evaluation by the State of program changes and progress reflected in the district's plan. Phase Three provides for on-site visitation of local programs to identify exemplary qualities or deficiencies in the program, and to make specific recommendations for program improvement. The document includes a detailed description of Phase Three's seven stages: pre-visitation preparation, school personnel orientation, team orientation, team exploration, preparation of the evaluation report, summary conference, and implementation of suggested solutions. Appended are the formats for the local plan and evaluation reports. (Author/BP)

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THREE PHASE SYSTEM for Statewide Evaluation of Occupational Education Programs

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State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
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TABLE OF CONTENTS

1. OVERVIEW 1

2. THE ILLINOIS SYSTEM 2

Introduction 2
Phase One 4
Phase Two 6
Phase Three 8
Summary 11

3. DETAILED DESCRIPTION OF PHASE THREE 12

Stage 1—Pre-Visitation Preparation 12
Stage 2—School Personnel Orientation 16
Stage 3—Team Orientation 17
Stage 4—Team Exploration 18
Stage 5—Preparation of the Evaluation Report 21
Stage 6—Summary Conference 22
Stage 7—Implementation of Suggested Solutions 23

4. APPENDICES 25

Format for Local District One and Five Year Plan for Occupational Education 25
Format for Evaluation Report 29

LIST OF FIGURES

FIGURE 1. Schematic of Three Phase System for Statewide Evaluation of Occupational Education Programs 3

FIGURE 2. Example of Recording Form for One Area of Concern for Evaluation 19

FIGURE 3. Example of One Final Report Area of Concern for Evaluation 21

OVERVIEW

The evaluation of American Educational processes and projects has received increased emphasis in recent years. During the past decade there has been more focus on evaluation of educational programs than in the previous fifty years combined. Moreover, the continuation of this trend can be expected.

Two factors have contributed greatly to the increased concern for evaluation: relevancy of educational training and accountability of funds. Evaluation of educational programs is now a matter of public concern. The tax paying public has supported education for years and is now demanding to know the outcome of its investments. Occupational education has not been ignored in this specific vein. Evaluation is not only designed to show the public what has or has not been accomplished, but has a major role in identifying strengths and weaknesses for educators at various levels to aid in Federal, State and local planning.

Since the launching of Sputnik in 1957, the need for persons with higher levels of technical skills has been noted by our country's leaders. Enacted to supplement the Vocational Education Act of 1963, the Vocational Education Amendments of 1968 represent the most recent plan for expanding and improving programs in occupational education to meet the identified need. The mandate for state and local evaluation to determine whether the intentions of the legislature are being met was clearly spelled out in these amendments. The Illinois Division of Vocational and Technical Education has established a system designed to accomplish the mandate for evaluation.

THE ILLINOIS SYSTEM

INTRODUCTION

The State of Illinois is responsible for the annual distribution of over 30 million dollars in State and Federal funds to help support over 8,000 specific occupational education programs. As an attempt to 1) insure optimum utilization of these State and Federal funds and 2) promote superior planning and operation of local programs, the Three Phase System for Statewide Evaluation of Occupational Education Programs has been developed. This system evolved through the cooperative efforts of local district personnel, individuals from higher education, business and industrial representatives, State Advisory Council members and State Office personnel. Several workshops, correspondence with individuals, and a pilot test of the on-site phase of the system led to many stages of refinement.

The Three Phase System incorporates the tasks of accountability, planning, and improvement of programs. The goals of the evaluation system are as follows:

1. to promote and assist with the development of quality occupational education programs at the local level,

2. to provide the Division of Vocational and Technical Education with data upon which better statewide planning of occupational education programs can be based, and

3. to help assure accountability of Federal and State funds allocated to local occupational education programs.

The initial step in establishing the above goals was the determination of the Goals for occupational education in Illinois. Suggestions were obtained from individuals from throughout the State. These individuals were selected from groups of secondary, post secondary, university and business and industrial personnel. Once a bank of goals was identified, a subsequent request was made of individuals to rank the goals in order of priority. The resultant goals selected as first and second priority for the coming years are as follows:

A. First Priority Goals

1. Occupational programs offered should be realistic in terms of current and projected manpower needs.

2. The needs of all students (including target populations) desiring occupational training should be adequately met by occupational programs.

3. The total education of students desiring occupational training should be an articulated effort from kindergarten through adult education (occupational information, occupational orientation, and occupational training.)

4. Adequate ancillary services (guidance, placement, follow-up, student organizations, etc.) should be provided by local programs of occupational education.

5. Occupational education should adequately equip students with job entry skills required to enter the world of work.

B. Second Priority Goals

6. Program planning should be adequate enough to ensure that occupational programs are appropriate.

7. Adequate facilities should be available for the occupational programs being offered.

8. Staff qualificiation should be appropriate for occupational areas taught.

9. Community resources should be utilized in planning and implementing local programs of occupational education.

The Three Phase System of Evaluation is designed to assess the extent to which the above goals are being attained. Each of the three phases has a specific function:

PHASE ONE	Utilization of locally-directed evaluation data in **program planning** by the local district culminating in the development of a One and Five Year Plan for Occupational Education.
PHASE TWO	**Program approval** by staff of the Illinois Division of Vocational and Technical Education.
PHASE THREE	**External evaluation** by a visiting team to develop a profile of the local program with conclusions, recommendations, and suggested solutions to the local district.

Figure 1 presents the System in schematic form with a feedback loop between Phase Three and Phase One. This feedback allows for a built-in follow-up of changes recommended by the team for the following year's Local Plan. Phases One and Two are annual processes while the third phase occurs every two to five years or as warranted.

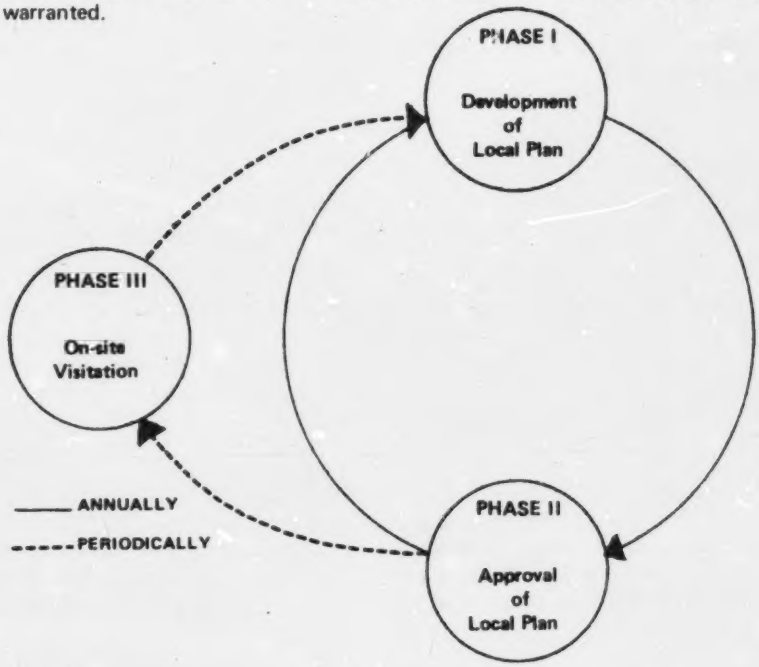


Figure 1
Schematic of Three Phase System for Statewide Evaluation of Occupational Education Programs

PHASE ONE

Purpose

Phase One of the Three Phase System for Statewide Evaluation of Occupational Education Programs is initiated by the staff of the local educational agency. It is this phase which incorporates the findings of the district's locally-directed evaluation and the evaluation conducted by a visiting team (when available) in planning the district's occupational programs.

Procedure

The key to Phase One is the planning conducted by local district personnel. Effective planning entails the use of a continuous evaluation system which has been designed to provide data on which program planning decisions can be based.

A commitment to planning and evaluation by the local administration is essential. Planning must be a joint effort between local staff and community business and industry representatives (local advisory committee members) conducted under the direction of a good leadership team. It is essential that sufficient time be allowed to accomplish the planning tasks. A viable solution to the time problem has been the utilization of institute days authorized by the School Code to conduct organized locally-directed evaluation and planning processes.

To a great degree the success of Phase One is dependent upon the program evaluation and planning skills possesssed by local district personnel. The Division of Vocational and Technical Education has stressed the importance of improving these skills. The development and distribution of a locally-directed evaluation handbook and the offering of workshops on evaluation and planning have been two such efforts. Both of these efforts stress the need for local evaluation of the product (students) and the processes (program operation).

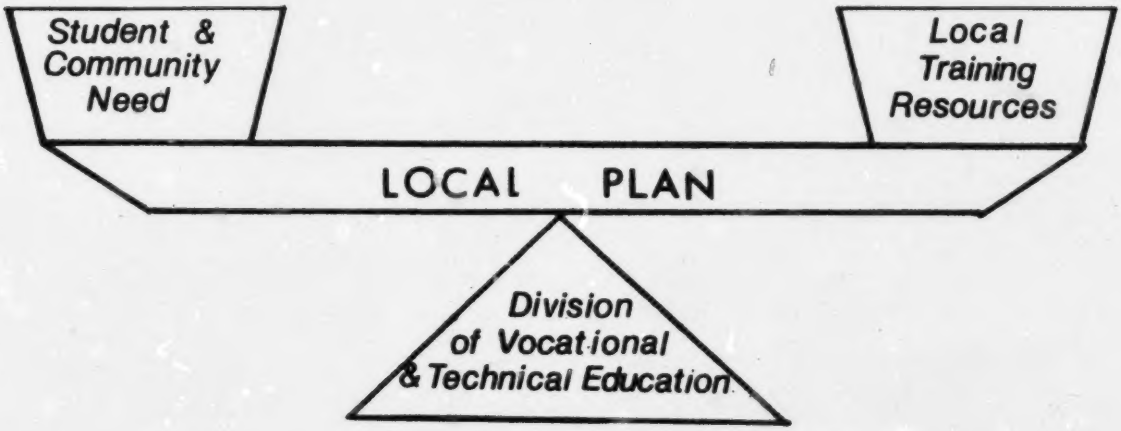
Particular attention should be paid to product evaluation at the local level. This would include the measurement of student performance, follow-up of former students, interviews with employers of former students and ratings of training received by former students.

Most program processes to be evaluated by the local district correspond easily to the Areas of Concern for Evaluation identified during Phase Three of the state-wide system. Local evaluating teams consisting of students, teachers, administrators, employers, employees, local advisory committee members, etc. should be organized to examine each of these areas in detail. Students served, occupational programs, administrative organization, personnel, program objectives, evaluation processes, guidance services, and resources utilized are the eight areas which have been identified as essential to the occupational program. The information provided from the locally-directed evaluation would provide adequate background data upon which to base decisions regarding short-range and long-range program plans and priorities.

Outcome

The outcome of Phase One is a document which serves as a contractual agreement with the Division of Vocational and Technical Education as well as a planning aid to the local district. The Division has prepared a set of Guidelines and a Format for developing the Local Plan. The Plan contains eight sections: A) General Information, B) Administrative Organization, C) District Objectives, Policies, and Program Description, D) Proposed One-year Plan, E) Long-range Plan, F) Financial, G) Summary, and H) Signature Page for the Chief School Administrator. A more detailed description of the Local Plan may be viewed in Appendix A.

PHaSE TWO



Purpose

Phase Two of the evaluation system is devoted to the review and evaluation of the Local District One and Five Year Plan for Vocational and Technical Education by the staff of the Division's Program Approval and Evaluation Unit.

Procedure

Once prepared, the Local Plan is reviewed and approved by the local governing board and transmitted through the Superintendent of Educational Service Region or the Illinois Community College Board to the Division of Vocational and Technical Education. The staff of the Division's Program Approval and Evaluation Unit, with assistance from other state staff members, is responsible for evaluating the Local Plan and making recommendations to the State Director of Vocational and Technical Education regarding approval of the district's occupational programs.

Although standards for all schools are not established, a certain degree of quality is sought in the narrative part (Section C) of the Local Plan. Each school must be considered separately as it exists within its own community. Such things are past performance, population, financial support and other existing training opportunities must be taken into account. If portions of this section of the Local Plan are not clearly explained, the local district is asked to provide further information. Possibly of greater concern during Phase II is the assessment of the local educational agency's progress and improvements shown from one year to the next.

The Local Plan also provides a form on which to report occupational education programs offered by the local district. The staff of the Program Approval and Evaluation Unit make approval recommendations to the State Director regarding each of the courses offered. If sufficient information is not available to make a decision regarding specific programs or courses, the Unit may request more detailed course descriptions from the local district.

Outcome

The outcome of Phase Two is an approval status given to each occupational course by the State Director as well as an overall approval status of the Local Plan which may fall in one of the following categories: Approved, Conditionally Approved, or Not Approved.

PHASE THREE

Purpose

Phase Three is designed to provide a local district with a profile of its total occupational program through the utilization of a visitation team comprising external business and industrial representative (management, labor and others), occupational educators and students from outside the district. This profile can be compared to the profile developed by the local district personnel in Phase One (Local District Plan). The results of this phase provide data to direct the improvement of total occupational education program planning in the local district and in the State. Phase III also ensures the accountability of funds allocated to each district.

Procedure

This phase is accomplished through on-site visitation by a team of individuals not associated with the district. The team has the responsiblity of gathering and analyzing data concerning the district's total occupational program. These data are collected through analysis of the Local District Plan; analysis of certain school and community data provided by the local school; analysis of a preliminary evaluation questionnaire administered to administrators, teachers, counselors, and students; interviews with the above mentioned groups and business and industrial representatives of the community; and general observations.

All of the data collected are compiled to make conclusions, recommendations and suggested solutions with regard to eight Areas of Concern for Evaluation relating to total occupational programs. The eight areas and the related goal of each are as follows:

CONCERN	PRIMARY GOAL
Students Served	Determine the degree to which student needs, interests and abilities are being met through the occupational programs offered by the district.
Occupational Programs	Determine the scope and effectiveness of the district's occupational programs.
Administrative Organization	Determine the structure and effectiveness of the occupational administrative organization.
Personnel	Determine the qualifications, working relationships and professional development of the occupational administrative, instructional and guidance personnel.
Objectives	Determine if objectives are developed in measurable terms and utilized in all levels of instruction.
Evaluation	Determine the effectiveness of the locally directed evaluation system.
Resources Utilized	Determine the extent and effectiveness of the utilization of external and internal resources.
Guidance Services	Determine the quality and quantity of guidance services provided to occupational students.

These Areas of Concern for Evaluation provide the primary focus of the visitation. The length of the visitation will vary with schools of extreme size (very large or very small), but the average visitation will require two days in the district for interviews and observations by the team and part of a third day for a Summary Conference to present the team's findings to the local district administration.

The procedures of the visitation can be broken into seven specific stages:

1. Pre-visitation Preparation

   The district to be visited is notified of the visitation dates and the names of visitation team members. A request for specific school and community data and a copy of the One and Five Year Plan to be sent to team members is also made.

2. Orientation of School Personnel

   A slide-tape presentation regarding the purpose, description and schedule of events for Phase III is shown by a state staff member to the local district occupational education personnel. Preliminary Evaluation Instruments designed to gather specific evaluative data relating to the district's total occupational program are administered to the staff and a sample of students prior to the on-site visitation.

3. Orientation of Team Members

   The philosophy of the visitation, the mechanics involved, and the review and discussion of available information is covered with the visitation team by the team leader.

4. Team Exploration

The visitation team conducts interviews with local district staff, students, and community representatives.

5. Final Report Preparation

A composite of team observations is compiled and available data synthesized; these are organized in a report format and presented to the district. This report contains both positive and negative conclusions, along with recommendations and suggested solutions for each total program Area of Concern.

6. Summary Conference

The team leader presents the visitation team's conclusions, recommendations and suggested solutions for each total program area to the local district administrators. At this meeting. attended by the Division's Regional Vocational Director, the feasibility of fulfilling the recommendations presented is determined.

7. Implementation of Recommendations

The local district implements the appropriate action to remedy the deficiencies identified by the visitation team.

Outcome

The outcome of Phase Three is a written evaluation report. This report stresses recommendations and suggested solutions which are commensurate to the specific district's ability to achieve them. The report is duplicated and sent to the local chief school administrator for distribution to the local staff and discussion.

SUMMARY

The need for a system designed to continuously evaluate local district total programs of occupational education was most apparent to the Illinois Division of Vocational and Technical Education. It was essential that the evaluation system include both program product and program process assessment. To meet these needs, the The Three Phase System for Statewide Evaluation of Occupational Programs was formulated.

Phase One of the System begins with program planning decisions made by local district personnel based on results from the conduct of locally-directed evaluation. The results of this planning are reflected in the Local District One and Five Year Plan for Occupational Education which is prepared annually and sent to the Division of Vocational and Technical Education. Phase Two of the System includes the annual monitoring of program changes and progress reflected in the district's plan by state staff personnel. Phase Three provides for on-site visitation of local programs by a visitation team consisting of educators, business and industrial representatives and recent students of occupational programs. Phase Three results in the identification of exemplary qualities and deficiencies in the occupational program, with specific recommendations for program improvement where needed.

The interlinkage of Phase Three to Phase One is the essential aspect of the Evaluative System. The Local Plan prepared following the on-site visit provides immediate follow-up of the local district progress toward the remedy of occupational program deficiencies identified during Phase Three.

DETAILED DESCRIPTION OF PHASE THREE

STAGE 1
PRE-VISITATION PREPARATION

IDENTIFICATION OF SCHOOLS

Schools to be visited are identified by the Illinois Division of Vocational and Technical Education. Selections are made by a sampling procedure designed to identify a representative sample of the schools within the state so that each year a number of secondary schools, area vocational centers, and post-secondary institutions are visited.

NOTIFICATION OF VISITATION

Each district to be visited is notified by the Superintendent of Educational Service Region or the Community College Board during the spring of the year preceding the visitation. After this notification, materials explaining the visitation in more detail are sent to the chief school administrator.

Materials mailed to each district scheduled for a visitation include the following:

1. A statement of visitation purpose
2. Notification of exact dates for the visitation.
3. A schedule of events for the visitation
4. Notification that later contact will be made to establish a date for the orientation of local district personnel involved with the occupational program.

The chief school administrator is requested at the time of notification to mail the following information to each team member 3-4 weeeks prior to the visitation date.

1. Local District One and Five-Year Plan for Vocational and Technical Education
2. School and Community Data Form Which Includes:
   - a. Occupational program enrollment (unduplicated)
   - b. Advisory committee information
   - c. Area unemployment rates
   - d. Description of local follow-up procedures
   - e. Description of placement activities

VISITATION TEAM

The staff of the Division's Program Approval and Evaluation Unit is responsible for selecting and appointing qualified team leaders and team members to school visitation teams. All team personnel are selected from outside the district to be visited.

The number of teachers employed in an occuational program is determined by the size of the visitation team. A tentative guide to the number of team members is as follows:

Number of Occupational Teachers	Number of Team Members
less than 5	-2-
5 - 10	-3-
11 - 15	-4-
16 - 20	-5-
21+	-5+ 1 for each additional 5 teachers

The team will consist of a team leader and members representing these three specific groups:

1. Educators

2. Business and Industry personnel

3. Former occupational students

Team Leader. The team leader will hold the primary responsibility for organizing the visitation. His or her duties will include orienting the team, scheduling interviews, coordinating the visitation, preparing the final report with the aid of the team, and presenting the visitation findings to the local district personnel.

The following criteria are used in the selection of team leaders:

1. Experience or background in occupational education,

2. Familiarity with the needs of various size schools,

3. Competence as preceived by colleagues, and

4. Availability to serve.

Team leaders participate in an orientation workshop, sponsored by the Division, which is designed to prepare them to conduct several visitations during the school year. Such an activity is conducted in an effort to insure the uniformity of visitations. The final requirement of team leaders is participation in a workshop to be held at the end of each evaluation year. This workshop has two basic functions: the summarization of the year's findings and the refinement of the Evaluation System for use in subsequent years.

Educators. The educators to serve on the visitation team are selected by the Division's Program Approval and Evaluation Unit staff. Suggested names and addresses are annually received from the chief school administrators of districts having approved occupational programs. When dates are finalized for each visitation, individuals are selected from the bank of names and letters are sent to request their services for that visitation.

Several criteria are used in both the request for names and in the actual selection of educators for team members. The criteria are:

1. Knowledge of occupational programs,
2. Teaching or administrative expertise in occuational education,
3. Recommendations by colleagues, and
4. Availabilty to serve.

Information regarding the visitation procedures is mailed to team members. This is supplemented by an orientation session conducted by the team leader upon the group's arrival at the visitation site.

Orienting the team to the art of interviewing and to efficient use of available data is a responsibility of the team leader. The educators on the team spend the majority (70%) of their exploration time interviewing educators within the school, and the remainder interviewing students (20%) and surveying business and industrial personnel of the community (10%).

Representatives of Business and Industry. Representatives of the business and industrial community are selected by the staff of the Division of Vocational and Technical Education. The source of business and industrial representatives is established in the same manner as the bank of educators; a request made to chief school administrators.

Criteria for the selection of business and industrial representative are listed below:

1. Concern for and basic understanding of the goals of occupational education,
2. Recommendation by colleagues, and
3. Availability.

Business and industrial representatives, like other team members, are selected several months prior to a particular visitation; and invitations to serve are mailed to each. Additional information regarding the visitation is mailed to business and industrial representatives and is supplemented by the team leader during the orientation.

The business and industrial representatives spend approximately 70% of their time in the community talking with employers and other people who have contact with current students, former students, or have direct contact with the school. The remainder of their exploration time is devoted to interviewing and observing occupational educators within the school (20%) and interviewing students (10%).

Former Students. Former students of occupational education programs from outside the district are selected to serve as team members. These team members are able to gather pertinent information from presently enrolled students which may be inaccessible to educators or business and industrial representatives.

Selection of former students is made by the evaluation team leader. The Division staff asks that the following criteria be utilized in selection:

1. Ability to relate to both students and adults,

2. Enrollment in a secondary or post-secondary occupational program within the past three years, and

3. Availability to serve.

Each former student team member is paired with a student currently enrolled in the occupational program who has been released from classes for the day or for a portion of the day. The currently enrolled student acts as a guide and as a facilitator for the former student's interviews with other students within the school. The former student spends approximately 80% of his or her time interviewing students while the remainder is spent with teachers and counselors.

Former student team members also receive a mailing of information regarding the evaluation system and a description of their role within the system.

STAGE 2
SCHOOL PERSONNEL ORIENTATION

Approximately one month prior to each visitation an orientation presentation is made to the local district personnel. This presentation is given by a staff member of the Division of Vocational and Technical Education at a location designated by the chief school administrator from the district to be visited.

To ensure uniformity among presentations, and to consume a minimum of staff time, all such presentations are made through a slide-tape medium. The actual presentation takes approximately thirty minutes.

The presentation stresses certain aspects of the Three Phase System for Evaluation, and explains the purpose of the visitation, the structure of the visitation team, the mechanics of data collection, the eight areas of concern for evaluation, the format for the final reports, and the Summary Conference. Each of the three phases is described and examined. School personnel are also given a brochure summarizing the presentation for future reference. Upon completion of the audio-visual presentation, the state staff member entertains any questions from the staff regarding the Evaluation System.

A second major task completed at the time of school personnel orientation is the administration of Preliminary Evaluation Instruments to all occupational education instructional and professional supportive staff. These instruments have been designed to collect preliminary data regarding the local occupational education program to aid both the team and the State Division. The Preliminary Evaluation Instruments are administered to all staff who are involved with occupational programs and to a sample of students enrolled in occupational courses. The responses to these instruments are sent to the State Office for tabulation and summarization. Results are distributed to the team visiting that particular school prior to their visit.

STAGE 3
TEAM ORIENTATION

Orientation of team members begins with the mailing of certain information to each member prior to the visitation. A packet of materials is mailed to each team member by the local district. This packet contains:

1. The Local District One and Five Year Plan for Occupational Education, and
2. Completed School and Community Data Form.

Materials mailed to each team member from the Division includes:

1. The results of the Preliminary Evaluation Instruments,
2. A publication describing the philosophy and mechanics of the evaluation,
3. A schedule of events for the specific evaluation at hand,
4. Team member handbook, and
5. A summary of follow-up results for part of the former student body.

This packet gives the team information regarding the Evaluation System prior to the visitation as well as specific information about the local school to be visited.

The team leader has the responsiblity of conducting the team orientation. Orientation involves three major areas of discussion: the philosophy of evaluation, the mechanics of the visitation, and a review and discussion of available information.

A discussion of the philosophy of evaluation is led by the team leader. A slide-tape presentation which has been specifically designed to orient team members is utilized to present general information and to stimulate discussion.

Most of the orientation time is spent discussing the mechanics of the visitation. The primary goal is to make sure each team member understands his or her role and is prepared to fulfill that role. The team leader stresses the eight Areas of Concern for Evaluation and makes some basic suggestions concerning the assessment of these areas through interviews and observation. The team leader also verifies the time and place of interviews for each team member. The format for the final report is reviewed to guide team members in the writing of their comments which result from interviews and observations.

The remainder of the orientation meeting is spent discussing the information which is already available from the local district and the Division. At this time, the team discusses important points resulting from the review of the Local District Plan and results of the Preliminary Evaluation Instruments. At the same time, the team members discuss specific concerns which they have formulated through a review of the information packet received prior to the orientation meeting.

STAGE 4
TEAM EXPLORATION

Stage four involves the on-site visitation of the local district by the team to gather additional data with which to assess the program. Each of the eight Areas of Concern for Evaluation--students served, occupational programs, administrative organization, personnel, objectives, evaluation, guidance services, and resources utilized--are explored in detail. Each team member is charged with interviewing individuals and drawing conclusions for each of the Eight Areas of Concern for Evaluation from the interviews. Individuals interviewing educators within the school cover all eight areas in their interviews, while the former student and business and industrial team members concentrate on areas related to the personnel which they interview.

Stage four begins on the morning of the first day following the evening orientation. Prior to the start of school on that morning, a meeting of the visitation team with the school administration and occupational education instructional staff is held. The meeting, which lasts approximately thirty minutes, involves two components: the introduction of the visitation team to the staff and a presentation given to the team by the chief school administrator or his designee.

The following questions act as a guide for the presentation to the team:

1. What occupational programs are currently offered and what part do they play in the district's total education of students?

2. What major changes have been made in occupational programs during the last two years?

3. What are the projections for future occupational programs in the district, including maintenance of programs, extension of programs, improvement of programs, and new program projectives?

4. What are the limitations facing the occupational programs which are classified as internal (physical and financial) and external (community and state)?

5. How does the district currently evaluate the ongoing occupational education program?

Following the presentation by the chief school administrator, the staff is dismissed to begin the school day while the visitation team spends an additional twenty to thirty minutes asking questions or discussing matters of concern with the administrator.

Upon completion of the discussion with the administrator, the team meets for a brief coordination meeting. The team leader reviews the duties of the team members with them and checks to see that each member clearly understands the tasks of the day.

Individual interviews begin following this meeting (approximately at the beginning of the second school period). A special type of interview schedule (Team Member Handbook) is used which gives the primary goal and interview tasks, and sources of data for each of the eight areas of concern (see Figure 2 for an example).

The interviewer works from a group of tasks in each area of concern for evaluation to which he must respond at the conclusion of the interview. This procedure requires the interviewer to formulate his own specific questions to complete the interview tasks.

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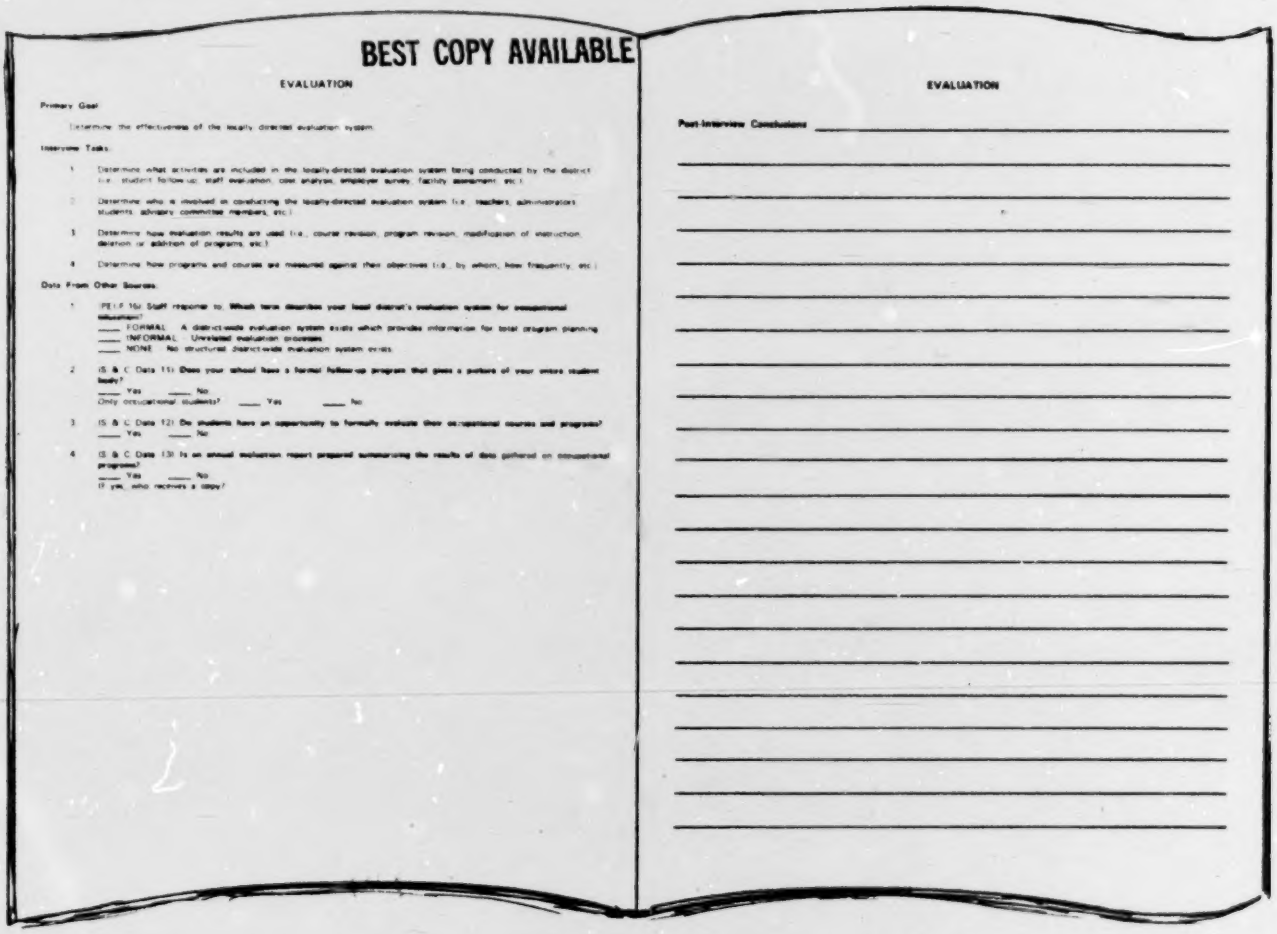

EVALUATION

Primary Goal

Determine the effectiveness of the locally directed evaluation system.

Interview Tasks

1. Determine what activities are included in the locally-directed evaluation system being conducted by the district (i.e., student follow-up, staff evaluation, cost analysis, employer survey, facility assessment, etc.)
2. Determine who is involved in conducting the locally-directed evaluation system (i.e., teachers, administrators, students, advisory committee members, etc.)
3. Determine how evaluation results are used (i.e., course revision, program revision, modification of instruction, deletion or addition of programs, etc.)
4. Determine how programs and courses are measured against their objectives (i.e., by whom, how frequently, etc.)

Data From Other Sources

1. (PEI-F 16) Staff response to: Which term describes your local district's evaluation system for occupational education?
   ____ FORMAL - A district-wide evaluation system exists which provides information for local program planning.
   ____ INFORMAL - Unrelated evaluation processes.
   ____ NONE - No structured district-wide evaluation system exists.
2. (S. & C. Data 11) Does your school have a formal follow-up program that gives a picture of your entire student body?
   ____ Yes ____ No
   Only occupational students? ____ Yes ____ No
3. (S. & C. Data 12) Do students have an opportunity to formally evaluate their occupational courses and programs?
   ____ Yes ____ No
4. (S. & C. Data 13) Is an annual evaluation report prepared summarizing the results of data gathered on occupational programs?
   ____ Yes ____ No
   If yes, who receives a copy?

EVALUATION

Post-Interview Conclusions _____

FIGURE 2
Example of Recording Form for One Area of Concern for Evaluation

Specific tasks are given below the Primary Goal under the heading of "Interview Tasks." Following the Interview Tasks on the form is the section entitled "Data from Other Sources." This section includes answers to questions or data which have been gathered through other means, i.e., Preliminary Evaluation Instrument results, local plans, School and Community Data, etc. During the team orientation, the team leader goes through each of the eight areas with the team, filling in the data from other sources.

Upon completion of each interview, the interviewer is given time to record conclusions regarding each of the areas considered on the recording form.

Individuals who are interviewed fall into one of the following categories:

1. Teachers
   a. all occupational education instructors
   b. a sample of academic instructors

2. Administrators

   a. Board of Education members
   b. Chief school administrator
   c. Curriculum director
   d. Business manager
   e. Vocational director
   f. Building principals or deans
   g. Department chairmen
   h. Other administrative personnel

3. Guidance personnel

   a. Director and/or chairman of guidance personnel
   b. Guidance Personnel

4. Learning resource personnel

5. Business and Industrial Personnel

   a. Advisory committee members
   b. Representative of community agencies such as : Illinois State Employment Service, Chamber of Commerce, etc.
   c. Employers of former students

6. Students

   a. a sample of all students.

Interviews with faculty members within the school are held on an individual basis or conducted in small groups. Business and industrial members of the community can be interviewed most effectively through small group meetings involving three or four people. In terms of the amount of time required of the community people, this type of interview has proven most efficient. Formal interviews with students are also conducted in small groups. Students appear to be more open in their comments in small groups as compared to individual interviews. Although, individual contact with students is made by team members on an informal basis throughout the day.

The length of interviews within the school is somewhat governed by the length of a given class period. However, in most cases the interview should last for at least thirty to forty minutes; and additional twenty minutes should be available to the interviewer for recording comments. Student interviews are held on approximately a thirty minute schedule while the interviews with community representatives require approximately one hour.

STAGE 5
PREPARATION OF THE EVALUATION REPORT

The Evaluation Report is a document prepared by the team to reflect their assessment of the local occupational education program in total. The report is organized to correspond to the primary focus of the evaluation--the Eight Areas of Concern for Evaluation. A separate section of the report is devoted to each of the eight areas and includes conclusions, recommendations and suggested solutions for each. Figure 3 gives an example of one section of a final report.

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EVALUATION

Conclusions	Recommendations	Suggested Solutions
1. No formal system for total periodic program evaluation exists although informal evaluation was evidenced among some staff. 2. The visitation team felt that the yearly teacher self evaluation system is quite effective. 3. There is little evidence of a student performance centered evaluation although these types of objectives have been prepared which could easily be evaluated. 4. A number of teachers are not basing evaluation on criteria which is measurable and related to standards expected in world of work. 5. The visitation team feels there is little student input into the evaluation system both in terms of total program and individual curricula. 6. Follow-up studies and procedures used by selected teachers provided a sound slant to building an effective evaluation system.	1. A formal total program evaluation based on a systematic process should be developed. 2. Individual curriculum evaluation should be conducted periodically. 4. The behavioral approach to planning evaluation should be pursued by the staff. 5. Develop into the total and individual curriculum a provision for student evaluation on a continuous basis.	1 & 2 (a) Use 1 and 5 year Local Plan as a basis for system. (b) Use staff representation to plan system of evaluation. (c) Conduct staff in-service training sessions to train all staff in implementing the behavioral approach to planning and evaluation. (d) Establish a method by which respective program advisory committee members conduct periodic evaluation of existing occupation programs. 4. Involve students as well as industry representatives in developing measures. 5. Include students in the planning and implementation of a format to evaluate programs, courses and instructors.

FIGURE 3
Example of One Final Report Area of Concern for Evaluation

The report is prepared through a cooperative effort involving all team members, with the team leader acting as discussion leader and recorder. It is the team leader's responsiblity to place the report in proper order and format.

On the evening of the first day of interviewing, the team meets to discuss the results of the day's interviews. An effort is made at this meeting to begin forming conclusions for the final report. Areas that require further search before definite conclusions can be reached are also identified at this time. The following morning is spent interviewing more individuals with the intent of supplementing those areas deficient in data. The team leader spends a portion of that morning writing up the results of the previous evening's discussion. This allows the team to make additions and corrections to statements during the afternoon report-writing session. This time schedule allows each team member to contribute to the report and review it before leaving the visitation site.

STAGE 6
SUMMARY CONFERENCE

A Summary Conference is held upon completion of the evaluation report for the purpose of communicating the team's findings to the administrators of the local educational agency. This meeting provides an opportunity for the administrators to discuss the findings and to make known any limitations the district may have in implementing the recommended changes.

Three groups of individuals are represented at the Summary Conference: the visitation team, the local district, and the Illinois Division of Vocational and Technical Education. The team leader represents the team, the chief school administrator represents the local district, and the Regional Vocational Director represents the Division.

A list of additional individuals to represent the local district include:

1. Superintendent of Educational Service Region,
2. Board Members,
3. Administrative staff,
4. Advisory committee members,
5. Local Plan author, and
6. Representation of the instructional staff.

The summary group should be of a size which can be accommodated in a small conference room to promote more effective discussion.

The Regional Vocational Director serves as the moderator of the Summary Conference. It is his responsiblity to reinforce the objectives of the meeting and to coordinate the meeting in terms of those objectives. The team leader presents the findings of the team to the local personnel. This includes presentation and discussion of each area of concern separately. Major emphasis is placed on areas which can be improved, as compared with "exemplary" areas.

The meeting does not exceed three hours and it is the responsiblity of the Regional Vocational Director to insure that sufficient progress is made to cover all necessary information within the time period.

The team leader and the Regional Vocational Director make any necessary changes or corrections in the evaluation report. The report is then transmitted to the State Division through the Regional Vocational Director for typing and reproduction. The State Division mails the evaluation reports to the chief school administrator for distribution to the staff, board members, and advisory committee members. Copies are also distributed to team members, the Regional Director, the State Advisory Council, and the Division Director's Office, and a copy is placed in the Division's Local Plan file.

It is the responsiblity of the chief school administrator to present the Evaluation Report to the staff, board, and advisory committee for discussion.

STAGE 7
IMPLEMENTATION OF REPORT RECOMMENDATIONS

Stage seven is a very important link in the entire Three Phase System. Without this stage, the effort expended during the other stages is futile. This stage begins with a meeting within the local district held by the chief school administrator or his designee for the purpose of discussing the findings of the visitation team.

Consultant help should be sought from the Division of Vocational and Technical Education or from other sources when needed. These resource personnel should be utilized in the planning and actual implementation of changes in the local programs.

This stage is tied directly to Phase One of the Three Phase System which has the primary function of planning. The on-site evaluation, or Phase Three, is only the beginning of the improvement of programs. It is necessary that the local school continuously evaluate its own programs to aid in future planning.

Division staff review local plans and make follow-up visits to evaluated schools during Phase Two to determine the extent to which recommendations have been acted upon. The approved status of local plans submitted to the Division is dependent, in part, upon the action taken by a local district regarding the evaluation recommendations.

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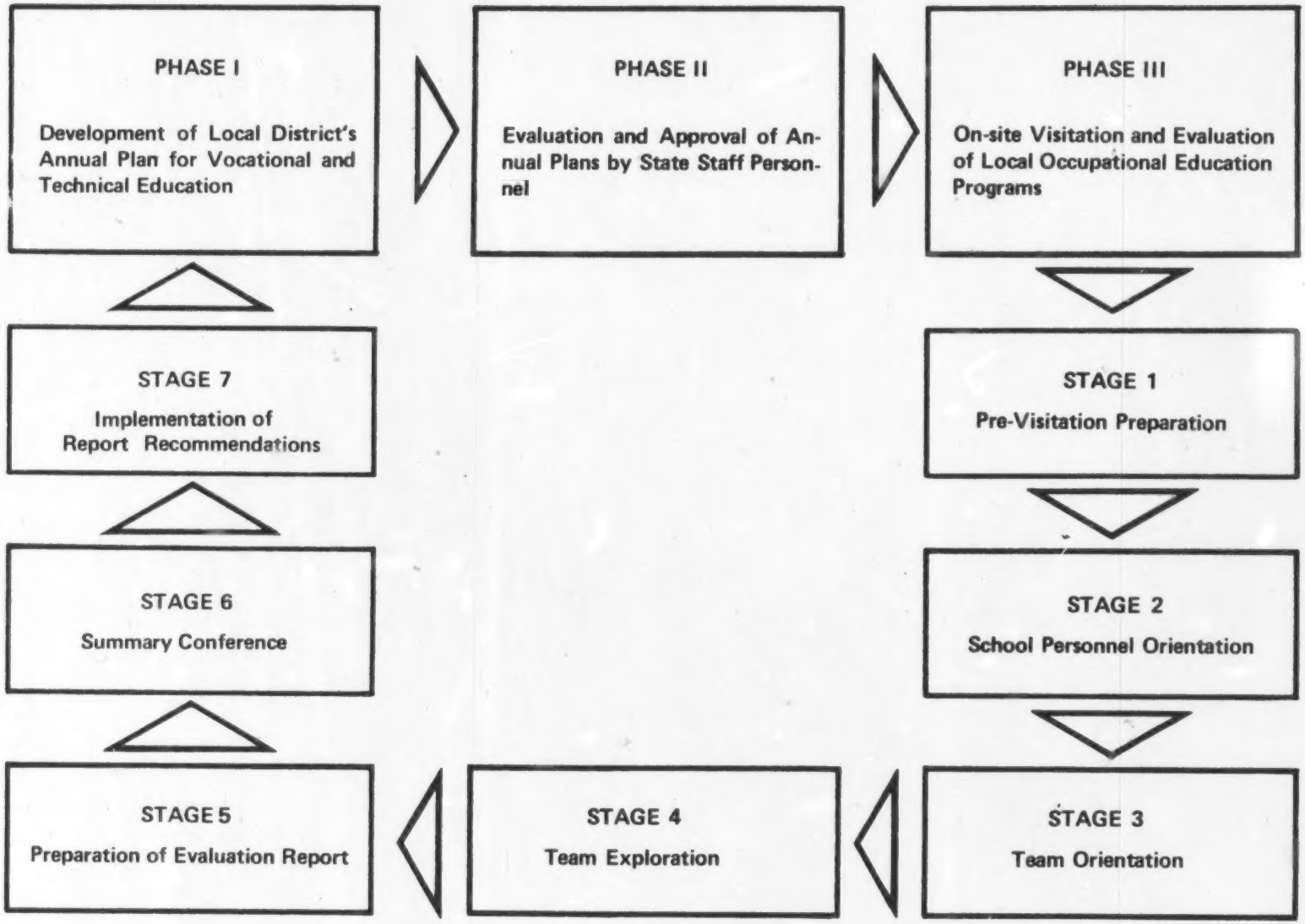

APPENDIX A

FORMAT FOR LOCAL PLAN

The local plan consists of eight specific sections which are identified by the letters A through H. Each section is identified and briefly described below.

Section A -- General Information. Section A consists of certain vital or demographic information related to the local school district and community. Included are items such as legal name of school, name of Local Chief School Administrator, size and tax information of the district, average expenditures of district, and estimated student population of the school.

Section B -- Administrative Organization. Section B includes a description of the administrative structure and organization of the Occupational and/or Technical Division of the local district, as well as the organizational structure of any joint agreements in which the district is participating. This organization is described in a brief narrative with a supplemental chart, if necessary. In addition, specific questions are asked regarding the organizational structure.

Section C -- District Occupational Educations Program Description. Section C involves a narrative description of how the local plan was developed, the needs that it attempts to fill, the students that are to be reached, the local plan for evaluating the program and plans for the future to improve both the number of offerings and the quality of occupational education in the district. Eight specific questions must be answered by the local school personnel in this section. They include:

1. What are the OBJECTIVES of the district's total occupational program?

   State the objectives, in measurable terms, as they apply to the district's proposed total occupational education program.

2. How will proposed district's occupational objectives meet the needs of all students?

   a. A brief, concise course description with credits or contact hours granted, related instruction and on-the-job coordination for cooperative education program, must be included for each course listed in Section D. A description of the elementary occupational information program must be submitted if applicable.

   b. List the criteria used in identifying disadvantaged and handicapped students and the additional services provided to these students that would justify the added funding factor.

   c. List programs you propose to operate under special contract.

3. What and how were school and community resources used in developing your program?

   a. Advisory Councils:

      1. Type
      2. Occupational representation
      3. Utilization

   b. Identify other community as well as school resources that were used in the development of your program.

   c. What resources were used in the planning of your program objectives?

   d. How will the school's program be articulated with various levels of education: i.e., K-12, Post-Secondary, private schools?

4. What are the ancillary and guidance services being provided to students in the occupational program?

   a. Specific guidances services
   b. Placement services
   c. Follow-up services
   d. Student organizations and/or activities provided for occupational students.

5. How do you plan to evaluate the occupational program?

   Describe the components to be used in a formal, locally directed evaluation of the occupational program, taking into consideration the relationship of the total program objectives to the results of the formal locally directed evaluation, student and community needs survey, placement information and follow-up studies.

6. Personnel qualifications in relationship to occupational program assignment.

   Describe the actions that are being taken to remove the deficiency of staff members not meeting the minimum requirements of the DVTE Bulletin No. 4.

7. What program and/or curriculum improvments are proposed for the coming year?

   a. What curriculum modifications will be emphasized to improve the school's programs?
   b. Those districts receiving less than full approval on their previous Plan must describe progress toward meeting the criteria established for full approval.

8. Describe the activities proposed to improve program quality within five years?

   a. Staffing and planned in-service training of staff
   b. Physical facilities and equipment
   c. Cooperative arrangement with other districts
   d. Use of area resources

Section D -- Proposed One-Year Plan. Section D consists of two major parts--the first part records all credit programs taught in high schools and community colleges. The second part reports elementary programs and/or non-credit programs (often called adult programs) offered by high schools and community colleges.

Section F -- Financial. Section F includes a tentative budget, indicating the sources of income and the major categories of expenditures for the proposed program. Separate spaces are provided for different types of districts and area vocational centers. An estimate of per credit cost is also requested.

Section G -- Summary. Section G summarizes the enrollments at various educational levels for three years along with a listing of occupational administrators, instructors, and guidance coordinators. The actual enrollments for the last school year, the actual enrollments for the current year, and the projected enrollment for the next school year are included. Head count enrollment figures (unduplicated) will be used.

Section H -- Signature Page. Section H provides a record of signature for a Board Officer, Local Chief School Officer, and the Superintendent of Educational Service Region.

APPENDIX B

FORMAT FOR EVALUATION REPORT

Title Page. The title page includes the legal name of the school district and the dates of the visitation.

Team Listing. This page contains the names and titles of the visitation team.

Introduction. This section gives a statement of intent of the local evaluation by the Division of Vocational and Technical Education.

General Conclusions and Determinations. This section is devoted to a narrative description of the exemplary qualities of the occupational education program and the major deficiencies that were determined.

Conclusions, Recommendations, and Suggested Solutions for Each Area of Concern for Evaluation. This portion of the Evaluation Report is divided into the eight Areas of Concern for Evaluation. Within each area three categories of information are provided: Conclusions, Recommendations and Suggested Solutions. Conclusions may indicate either exemplary or deficient program characteristics. Recommendations and Suggested Solutions are provided for only the Conclusions related to deficiencies.